

STANDARDS ALIGNMENT FOR 4TH GRADE ALF ENGEN SKI MUSEUM CURRICULUM, FALL 2024

Core Standard	Subject	Station 1 Winter Wizards: Science of the Olympic Games	Station 2 Silver Ore to White Gold	Station 3 The Greatest Snow on Earth & Snowflake Science	Station 4: Avalanche Safety & the Geography of Utah	Station 5: Olympic Museum History	Station 6 Olympic Museum Science & Math	Utah Olympic Park Tour	Lesson Plans
4.SL.1: Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.	English/ Language Arts	✓	✓	✓	✓	✓	✓	✓	✓
4.SL.2: Clearly summarize information presented in various formats and mediums and explain how the information pertains to the topic.	English/ Language Arts	✓	✓	✓	✓	✓	✓	✓	✓
4.SL.3: Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.	English/ Language Arts	✓	✓	✓	✓		✓	✓	✓
4.R.5: Refer to details and evidence in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)	English/ Language Arts			✓					✓
4.R.6: Read a variety of text types, including those from diverse cultures to determine a theme or main idea and explain how it is supported by key details; summarize texts using textual evidence. (RL & RI)	English/ Language Arts								✓
4.R.7: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (RL) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI)	English/ Language Arts	✓	✓			✓			✓
4.R.8: Determine the meaning of words, phrases, figurative language, academic and content-specific words within a text. (RL & RI)	English/ Language Arts	✓	✓	✓	✓	✓		✓	✓
4.R.9: Determine or clarify the meaning of unknown and multiple meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI) a. Use context as a clue to the meaning of a word. b. Use common Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	English/ Language Arts	✓		✓	✓			✓	✓
4.R.10: Describe the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	English/ Language Arts	✓			✓		✓		✓
4.R.11: Compare the point of view from which different stories are narrated, including the difference between	English/ Language		✓						✓

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first- and third person narrations. (RL) Compare a primary and secondary source on the same event or topic. (RI)	Arts								
4.R.12: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)	English/ Language Arts	✓	✓	✓	✓	✓			✓
4.R.13: Explain how an author uses reasons and evidence to support particular claims in a text. (RI)	English/ Language Arts			✓					✓
4.W.1: Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words and phrases to connect the claim to the evidence, and provide a concluding section related to the claim presented.	English/ Language Arts								✓
4.W.2: Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding section related to the information or explanation presented.	English/ Language Arts								✓
4.W.3: Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and provide a resolution.	English/ Language Arts								✓
4.W.4: Conduct short research projects to build knowledge through investigation of different aspects of a topic.	English/ Language Arts	✓		✓	✓				✓
4.G.1 Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Mathematics						✓		
4.G.2 Classify two-dimensional figures based on lines and angles.	Mathematics						✓		
4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Mathematics						✓		
4.MD.5 Recognize angles as geometric figures that are formed wherever two rays share a common endpoint and understand concepts of angle measurement.	Mathematics						✓		

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4.MD.6 Measure angles in whole-number degrees using a protractor.	Mathematics						✓		
4.MD.7 Recognize angle measures as additive and solve to find unknown angles.	Mathematics						✓		
4.OA.1 Interpret a multiplication equation as a comparison (for example, interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.	Mathematics						✓	✓	
4.OA.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.	Mathematics						✓	✓	
4.2.1 Construct an explanation to describe the cause-and-effect relationship between the speed of an object and the energy of that object. Emphasize using qualitative descriptions of the relationship between speed and energy like fast, slow, strong, or weak. An example could include a ball that is kicked hard has more energy and travels a greater distance than a ball that is kicked softly. (PS3.A)	Science with Engineering Education (SEEd)	✓					✓	✓	
4.2.2 Ask questions and make observations about the changes in energy that occur when objects collide. Emphasize that energy is transferred when objects collide and may be converted to different forms of energy. Examples could include changes in speed when one moving ball collides with another or the transfer of energy when a toy car hits a wall. (PS3.B, PS3.C)	Science with Engineering Education (SEEd)	✓					✓	✓	
4.2.3 Plan and carry out an investigation to gather evidence from observations that energy can be transferred from place to place by sound, light, heat, and electrical currents. Examples could include sound causing objects to vibrate and electric currents being used to produce motion or light. (PS3.A, PS3.B)	Science with Engineering Education (SEEd)	✓							
4.2.4 Design a device that converts energy from one form to another. Define the problem, identify criteria and constraints, develop possible solutions using models, analyze data from testing solutions, and propose modifications for optimizing a solution. Emphasize identifying the initial and final forms of energy. Examples could include solar ovens that convert light energy to heat energy or a simple alarm	Science with Engineering Education (SEEd)	✓							

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system that converts motion energy into sound energy. (PS3.B, PS3.D, ETS1.A, ETS1.B, ETS1.C)									
4.1.2: Examine maps of Utah's precipitation, temperature, vegetation, population, and natural resources; make inferences about relationships between the data sets. Describe how and why humans have changed the physical environment of Utah to meet their needs (for example, reservoirs, irrigation, climate, transcontinental railroad).	Social Studies			✓	✓			✓	✓
4.1.3: Describe how the physical geography of Utah has both negative and positive consequences on our health and safety (for example, inversions, earthquakes, aridity, fire, recreation).	Social Studies		✓	✓	✓	✓			✓
4.2.4: Investigate the reasons why early explorers and frontiersmen came to the land now called Utah [pre-1847] and determine how their contributions are relevant to Utahns today.	Social Studies		✓		✓				✓
4.3.1: Use primary sources to compare experiences of at least three groups' migration to Utah between 1847–1896 (for example, members of The Church of Jesus Christ of Latter-day Saints, people from Greece, Italy, China).	Social Studies								✓
4.3.2: Explain how Utah's physical geography provided opportunities and imposed constraints for human activities between 1847-1896 (for example, agriculture, mining, settlement, communication, transportation networks) and how people changed the physical environment to meet their needs.	Social Studies		✓		✓				✓
4.4.4: Use primary and secondary sources to explain how Utah's economy has changed over time (for example, recreation, tourism, mining, information technology, manufacturing, agriculture, petroleum production).	Social Studies		✓		✓				✓
4.4.6: Use case studies to explain how national or global events between 1896–1999 (for example, World War I, the Spanish Flu Epidemic, the Great Depression, World War II, Japanese American Incarceration, the Cold War, civil rights movements, Americans with Disabilities Act) had an impact in their local communities and state.	Social Studies					✓			✓
4.5.1: Describe sovereignty as it relates to Native American sovereign nations (Ute Mountain Ute Tribe, Ute Indian Tribe of the Uintah and Ouray reservation, Paiute Indian Tribe of Utah, San Juan Southern Paiute	Social Studies					✓			✓

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Tribe, Navajo (Diné) Nation, Northwestern Band of the Shoshone Nation, Confederated Tribes of Goshute, Skull Valley Band of Goshute) existing within Utah, and explain efforts to preserve and maintain their culture.									
4.5.2: Make a case for the lasting historical significance of an event in recent Utah history (2000–present) and create an argument for including it in a historical text.	Social Studies					✓	✓		✓
4.5.4: Explain continuity and change over time by comparing experiences of today’s immigrants in Utah with those of immigrants in Utah’s past.	Social Studies	✓							✓